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ABSTRACT

The Iowa Adult Basic Education Assessment Study was conducted to document the qualities of excellence, accountability, and purpose that are present in Iowa's adult basic education (ABE) program. A six-step documentation procedure included creation of an ABE task force; submission of written assessment reports from ABE coordinators; development, dissemination, and reporting of major assessment outcomes cross-referenced by major target populations and practices; identification of major assessment procedures, practices, and outcomes prevalent across major population categories; recommendation of additional assessment procedures or practices; and development of a mode that can be replicated for nationwide use. The study found that: (1) all ABE programs use comprehensive assessment procedures and practices; (2) six major target populations are served by the ABE program; (3) assessment procedures and practices include testing, student goal-setting performance measures, and other performance measures; and (4) Iowa's ABE program is meeting the needs of the adult clientele as documented by Iowa's ABE target population studies and Iowa's General Educational Development (GED) norming study. The study recommended that one of two standardized tests be adopted by every ABE program for pre-post program assessment of beginning and intermediate mainstream ABE students; that pre-GED tests should continue to be administered to all GED students; and that other assessment practices besides standardized testing should continue to be an integral part of Iowa's ABE program assessment strategies. (20 references) (Author/KC)

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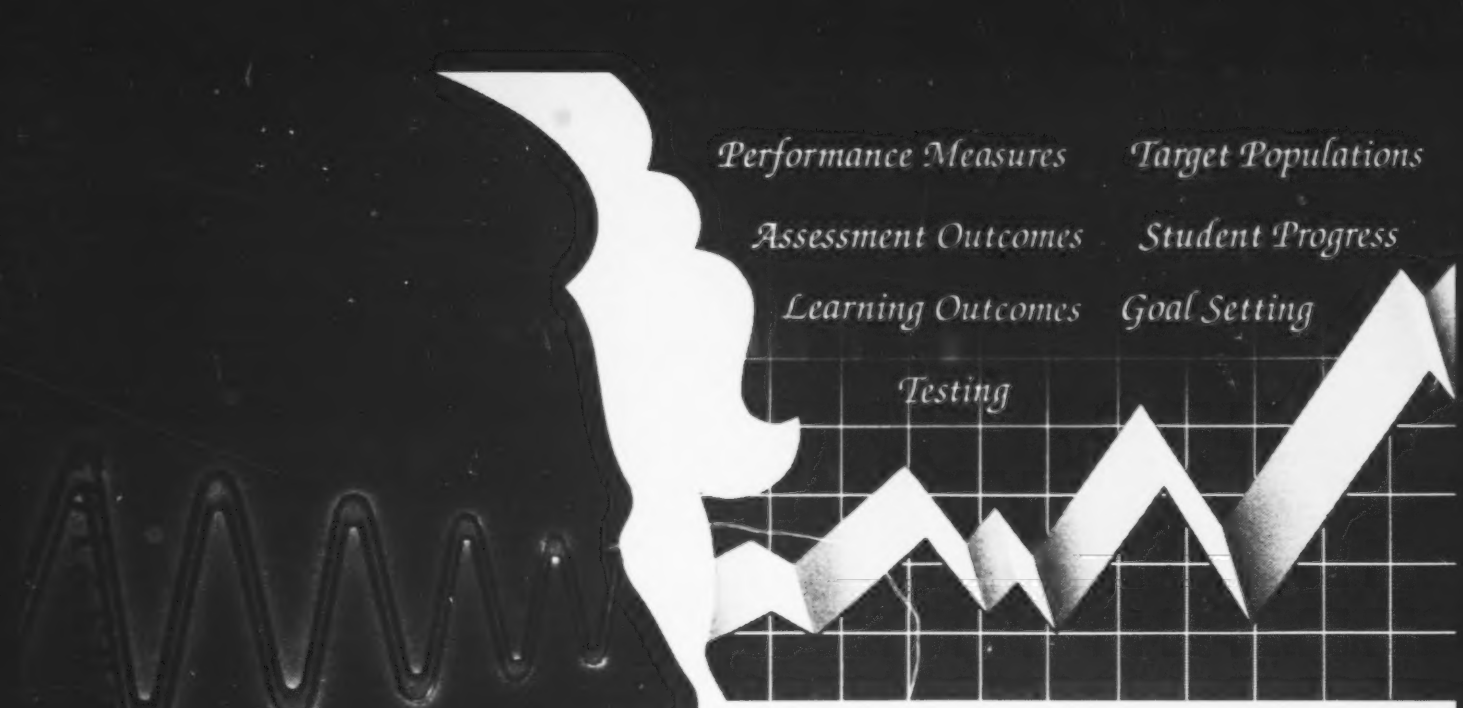

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Assessment and Adult Basic Education: The Iowa Model

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ASSESSMENT AND ADULT BASIC EDUCATION: THE IOWA MODEL

State of Iowa
DEPARTMENT OF EDUCATION
Division of Community Colleges
Bureau of Educational and Student Services
Grimes State Office Building
Des Moines, Iowa 50319-0146

April, 1990

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EXECUTIVE SUMMARY OF THE IOWA ADULT BASIC EDUCATION ASSESSMENT STUDY

PURPOSE

The Iowa Adult Basic Education Assessment Study was conducted in order to document the qualities of excellence, accountability and purpose that are present in Iowa's Adult Basic Education program. The Adult Education Amendments of 1988 (Public Law 100-97) and the implementing regulations of the U.S. Department of Education (August, 1989) mandate that each state develop and/or evaluate the current assessment practices for the Adult Basic Education Program. This evaluation report is Iowa's effort to comply with this mandate.

The concept of assessment, as perceived for Iowa's Adult Basic Education program, is defined as: any practice or procedure that is used in Iowa's Adult Basic Education program to measure student progress, achievement or learning outcomes. This definition of assessment recognizes the validity of alternative approaches to assessment other than the myopic view of assessment being equated to standardized testing.

GOALS

1. Identify all assessment procedures and practices being utilized by Iowa's Adult Basic Education program coordinators.
2. Identify the major target populations served in Iowa's Adult Basic Education programs.
3. Identify major assessment outcomes cross referenced by specific target populations.
4. Develop a taxonomy of major assessment categories.
5. Identify major assessment procedures, practices and outcomes that are generalizable to all major target population categories cross referenced by major assessment categories.
6. Recommend any additional assessment procedures or practices on a statewide basis for Iowa's Adult Basic Education program.
7. Provide a replication model for other states to determine assessment effectiveness.

PROCEDURES

A six step procedure was developed:

1. Formulation of Adult Basic Education Task Force.
2. Submission of written assessment reports from Adult Basic Education Coordinators.
3. Developed, dissemination and reporting major assessment outcomes cross referenced by major target populations and common assessment practices.
4. Synthesize, summarize and consolidate assessment information by the Task Force.

5. Identification of major assessment procedures, practices and outcomes prevalent across major target population categories.

6. Review and ratification of final report by Adult Basic Education Coordinators.

RESULTS

1. All Adult Basic Education programs utilize comprehensive assessment procedures and practices.

2. Six major target populations are served by the Adult Basic Education Program:

   a. Beginning Adult Basic Education.

   b. English-as-a-Second Language (ESL: All Levels).

   c. GED/Adult Secondary Education.

   d. Institutionalized Settings.

      1. Correctional Settings.

      2. Other Facilities.

   e. Intermediate Adult Basic Education.

   f. Workplace Literacy.

3. Assessment procedures and practices were categorized by the following taxonomy of major assessment categories:

   A. Testing

      1. Norm referenced testing (standardized testing)
      2. Teacher made tests
      3. Criteria referenced tests (standardized testing)

   B. Student goal setting performance measures

      1. Anecdotal Records
      2. Follow-up procedures
      3. Pre/Post assessment procedures

   C. Other performance measures

      1. Personal observations
      2. Role playing
      3. Oral presentations
      4. Writing assessment
      5. Video Feedback
      6. Life simulation scenarios

4. There are a number of assessment procedures and practices that are common to major target population categories.

5. Assessment outcomes were identified and cross referenced by major assessment categories, procedures and practices.

CONCLUSIONS

1. Iowa's Adult Basic Education program utilizes comprehensive assessment practices and procedures.

2. The end result of all assessment is to assist adult learners achieve their learning objectives.

3. The assessment strategies serve specific target populations in Iowa's Adult Basic Education programs.

4. Assessment instruments are utilized to provide an indicator of program effectiveness in relation to the stated goals of the local program plans and the Iowa Adult Basic Education State Plan: Fiscal Years 1990-1993.

5. Iowa's Adult Basic Education program is meeting the needs of the adult clientele as documented by:

   (1) Iowa's Adult Basic Education Target Population Studies

   (2) Iowa's GED Norming Study.

RECOMMENDATIONS

1. One of two standardized tests should be adopted by every Adult Basic Education program for pre-post program assessment of Beginning and Intermediate "mainstream" Adult Basic Education students.

2. The Test of Adult Basic Education (TABE) or Adult Basic Learning Examination (ABLE) should be adopted as the statewide instruments to be utilized for pre-post program assessment of Beginning and Intermediate "mainstream" students.

3. The pre-GED tests should continue to be administered to all GED level students prior to taking the GED test battery.

4. Other assessment practices and procedures, besides standardized testing, should continue to be an integral part of Iowa's Adult Basic Education programs assessment strategies.

SUMMARY

This assessment evaluation report has attempted to: (1) document the comprehensive assessment program currently being utilized by Iowa's Adult Basic Education statewide program, (2) provide a series of recommendations for improving the current assessment practices and procedures, (3) provide a national replication model for other states, territories and jurisdictions.

Iowa's Adult Basic Education program has and will continue to provide quality educational experiences to the adult clientele which it serves.

ACKNOWLEDGMENTS

The statewide **Iowa Adult Basic Education Assessment Study** was completed through the cooperation, guidance, interest and assistance of many individuals who devoted their time, energy, and expertise in all phases of the project. The writer expresses appreciation to the individuals and groups who participated and assisted in making the study a successful reality.

Appreciation is extended to **Iowa's Merged Area Colleges Adult Basic Education Coordinators** who provided the assessment information that the Task Force used in the analysis phase of the project. The study could not have been completed without their time commitment, dedication and expertise.

A special and sincere thank you is extended to the **Adult Basic Education Assessment Task Force**. The persons who comprised the Task Force were: (1) **Ms. Margaret Skold**, Director Basic and Pre-Technical Training, Hawkeye Institute of Technology, Waterloo, Iowa, (2) **Mrs. Kay Nebergall**, Adult Basic Education Coordinator, Kirkwood Community College, Cedar Rapids, Iowa, (3) **Mrs. Dona J. Eckhardt**, Assistant Dean for Off Campus Programming, Eastern Iowa Community College District, Davenport, Iowa; Muscatine Community College, Muscatine, Iowa, (4) **Mrs. Joan Rourke**, Program Director, Indian Hills Community College, Ottumwa, Iowa.

The Task Force provided overall direction for the project and assisted in the synthesizing, summarization and consolidation of the assessment information submitted by the Adult Basic Education Coordinators.

A special thank you is extended to Mrs. **Barbara Stephens**, Adult Basic Education Coordinator and GED Chief Examiner, Southwestern Community College, Creston, Iowa for reading and commenting on the draft copy of the final report. Barb's observations kept the author's writing of the final report "real world and understandable".

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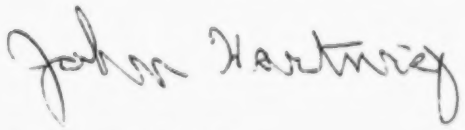

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April, 1990

PREFACE

The Iowa Adult Basic Education Assessment Study was conducted in order to document the qualities of excellence, accountability and purpose that are present in Iowa's Adult Basic Education program. Iowa's Adult Basic Education program has established a national reputation for its excellence, quality and research paradigms.

The Adult Education Amendments of 1988 (Public Law 100-97) and the implementing regulations of the U.S. Department of Education (August, 1989) mandate that each state develop and/or evaluate the current assessment practices for the Adult Basic Education program. **This evaluation report is Iowa's effort to comply with this mandate**.

The concept of assessment, as perceived for Iowa's Adult Basic Education program, is defined as: **any practice or procedure that is used in Iowa's Adult Basic Education program to measure student progress, achievement or learning outcomes.** This definition of assessment recognizes the validity of alternative approaches to assessment other than the myopic view of assessment being equated to standardized testing. Thus, alternative assessment practices are valid indicators of student progress and learning outcomes.

The basic point in this line of thinking is that **assessment is much more than testing**. There are a host of measures that can serve as indicators of achievement -- e.g. interviews on the use of literacy in contexts other than the program, interactive readings selected by participants for discussion, portfolios of student writing, observation by teachers and peers, simulations of tasks involving life skills, and performance demonstrations. Information derived from an array of indicators, collected over time and assembled into a descriptive package, can provide a rich view of learning and accomplishment. (BCEL, 1990). Thus, this report documents the various assessment procedures and practices utilized in Iowa's Adult Basic Education program to assist students achieve their educational objectives.

One of the most significant assessment indices of program effectiveness is the collective perceptions of the clientele served by the Adult Basic Education program. A six month follow-up study was conducted as a component of Iowa's **Adult Basic Education Target Population Studies**.

An assessment of the success of the Iowa Adult Basic Education target population indicated that **by nearly all measures the program is effective**. Students report their primary goal for attending is to earn a GED, which is consonant with the goals of the Adult Basic Education program. After six months, about one-third have completed or have had their classes terminated and one-third have dropped out. (Beder and Valentine, 1987).

When asked to rate various aspects of the program, follow-up subjects responded with high satisfaction ratings. Students are most satisfied with the teaching and with the way they are treated. They are least satisfied with other students. Three-quarters of the students sampled believe that attending Adult Basic Education classes has improved their lives, and the predominant area of life improvement is in increased self-confidence and self-esteem. (Beder and Valentine, 1987).

Iowa's Adult Basic Education program has documented assessment in two aspects: (1) program effectiveness, (2) student effectiveness. The consumers reported the program is effective as documented by the follow-up study. Students are, in fact, achieving their learning objectives as documented by Iowa's **Adult Basic Education Target Population Studies**.

ASSESSMENT AND ADULT BASIC EDUCATION: THE IOWA MODEL

INTRODUCTION

This evaluation report presents the structure, format, process, results and evaluations of Iowa's Adult Basic Education (ABE) needs assessment survey regarding the statewide assessment practices currently in use in the state's Adult Basic Education programs.

Iowa has an excellent program of Adult Basic Education, which is currently operated through the 15 merged area schools' adult and continuing education divisions. The merged area schools were established when the 61st General Assembly in 1965 approved legislation (Chapter 280A, Code of Iowa) permitting the development of a statewide system of post-secondary educational institutions. The law officially designated these institutions as merged area schools, to be organized by merging geographical areas. It authorized boards of education of county school systems or parts thereof to develop a merged area, provided that no local school district be part of more than one merged area.

The Iowa statewide delivery system has been clearly established and accepted as an effective way of reaching the adult population and meeting its educational needs. This charge is part of the mission and public responsibility of all local, area, and state agencies and institutions. Through the statewide delivery system, the task and directions ahead for adult educators have become a meaningful reality. As new demands and challenges develop, the experience with and knowledge of the support and services provided by this system will enable adults to persist in their pursuit of excellence and performance.

BACKGROUND

The Adult Education Amendments of 1988 (Public Law 100-97) and the implementing regulations of the U.S. Department of Education (August 1989) mandate that each state should develop and implement an assessment program to measure the educational progress of the clientele served in the Adult Basic Education program. For the adult education and literacy community this new mandate brings special urgency to what was already a matter of growing concern: the use and misuse of standardized tests. *The Iowa Plan for Adult Basic Education: Fiscal Years 1990-1993 (p. 117) states:* Each ABE program has developed a comprehensive system of monitoring student progress through the instructional program.

A system of monitoring and evaluation of student progress has evolved in all ABE/GED instructional programs. The system centers on: (1) establishment of student instructional objectives upon entry into the program, (2) a combination of standardized testing, counseling, and instructor perceptions to determine instructional levels and instructional progress, (3) an emphasis on pre-GED testing prior to taking the GED tests.

A commonly held view is that "assessment" is equated to standardized testing. A major reason that standardized tests have come into such pervasive use is that they are relatively easy to administer on a wide scale, no small matter when dealing with a large population. Moreover, they are viewed by their advocates as scientific measuring instruments that yield reliable and objective quantitative data on the achievement, abilities, and skills of students, data that are free from the vagaries of judgment by individual teachers. Because the tests and the conditions under which they are administered are (theoretically) constant, except for the skill being tested, they are thought to be useful for comparing a person's ability from one time to another, as in pre- and post-testing. By the same token they are viewed as useful for evaluating program effectiveness - and by extension as a tool for improving educational quality. (BCEL, 1990). Standardized testing is most frequently used in ABE programs for the purpose of starting students at the right level. (Ehringhaus, 1989).

In short, program evaluation is more than an aggregation of test results, and multiple instruments are needed to measure the effectiveness of discrete program components. "ABE is largely a field devoid of theory," notes Judith Alamprese, Director of Education and Training at the Cosmos Corporation, "so we don't really understand the relation between what we do and what we get. We need research to develop models that can do that." (Alamprese, 1989).

One can easily imagine the use of test scores as a measure of program accountability adversely affecting ABE teachers and students, where progress may be too slow to be captured by formal testing. Typical ABE students must cope with complex life demands that compete with their time for attending classes and studying subject matter. Adult students may also carry a history of academic failure or learning problems to the new learning endeavor. The use of post-testing to measure progress must be examined in light of specific adult-related variables so that scores will be interpreted appropriately. Rather than mandating formal testing requirements across all programs, it is important that policy makers gain an increased understanding of its positive effects as well as unplanned, problematic outcomes. Teachers, for the most part, do not argue with the need for formal testing but point to certain problems and shortcomings of such testing as it is currently being practiced in ABE. (Ehringhaus, 1989).

A growing number of practitioners around the country agree and have begun to explore alternative approaches to assessment. The perspective that guides these efforts is that the paramount purpose of assessment should be **to help the learner achieve his or her goals; that what is assessed must reflect what the learner wishes or needs to accomplish; that the process must build on the learner's experience and strengths rather than deficits; that assessment is not something done to the learner; that it should not be externally imposed nor shrouded in mystery, nor separated from what goes on in the regular course of learning activity.** Rather, it is postulated, assessment should be an organic part of the learning experience - an ongoing collaboration between the teacher, the learner, and the text, to review and refocus what should take place in the light of progress being made. It should not depend on a single procedure but a variety of procedures. And one of its major functions should be to produce feedback that will make programs more effective. Most of all, testing instruments should convey respect for learners. (BCEL, 1990).

The basic point in this line of thinking is that assessment is much more than testing. There are a host of measures that can serve as indicators of achievement - e.g. interviews on the use of literacy in contexts other than the program, interactive readings selected by participants for discussion, portfolios of student writing, observation by teachers and peers, simulations of tasks involving life skills, and performance demonstrations, information derived from an array of indicators, collected over time and assembled into a descriptive package, can provide a rich view of learning and accomplishment. (BCEL, 1990)

DEFINITION OF TERMS

The following terms are used throughout this report.

1. **Assessment** - Any practice or procedure that is used in Iowa's Adult Basic Education program to measure student progress, achievement or learning outcomes.

2. **Assessment Outcomes** - The major purpose(s) or anticipated result(s) of an assessment procedure or process.

3. **Standardized Test.** A test is standardized if it is based on a systematic sampling of behavior, has data on reliability and validity, is administered and scored according to specific instructions, and is widely used. A standardized test may be norm-referenced or criterion-based. The tests may, but need not, relate to readability levels, grade level equivalencies, or competency-based measurements. (*Federal Register*, August 18, 1989, p. 34435).

4. **Target Population Definitions.** - (Specific populations such as: (1) homeless, (2) welfare recipients, (3) promise jobs, (4) SLIAG, (5) learning disabled, (6) migrants, (7) etc. were reported under one of the six major target population categories.)

   a. **Beginning Adult Basic Education.** Instruction designed for adults unable to read, write, and compute sufficiently to meet the requirements of adult life in the United States. The instruction level is equivalent to grades 0 through 5.9. (U.S. Department of Education, Annual Performance Report Definitions, 1989).

   b. **English-as-a-Second Language (ESL: All Levels).** Adult Basic Education designed to assist persons who cannot read, write, or speak the English language to become functional in English. The objective of the program is to teach English to adults whose native language is other than English. (Iowa Plan for Adult Basic Education: Fiscal Years 1990-1993).

   c. **GED/Adult Secondary Education.** Instruction at a level equivalent to the instruction in grades nine through twelve. The instruction may lead to an adult high school diploma or its equivalency. Students enrolled in adult secondary classes must function at the ninth grade level or above in all of the following instructional areas - mathematics, reading, science, social studies, and writing. (U.S. Department of Education, Annual Performance Report Definitions, 1989).

   d. **Institutionalized Settings.** An organization which has been established to serve the educational, psychological, physical, and social lifestyle needs of a specialized target population. The physical setting of the organization is usually located in a building, or series of related buildings, in a confined geographical area. (Iowa Department of Education: Fiscal Year 1990 Contact Hour Manual).

      1. **Correctional Facilities.** Refers to residents of correction institutions such as prison, jail, reformatory, work farm, detention center or halfway house, community-based rehabilitation center or any other institution designed for the confinement and rehabilitation of criminal offenders including juvenile offenders.

      2. **Other Facilities.**

         a. Nursing Homes
         b. County Care Facilities
         c. Sheltered Workshops
         d. Retirement Villages
         e. Residential Schools for Physically and Mentally Handicapped
         f. Job Corps Center
         g. Other Specialized Complexes

   e. **Intermediate Adult Basic Education.** Instruction designed for adults who have some competence in reading, writing, and computation. The instructional level is equivalent to grades 6 through 8.9. (U.S. Department of Education, Annual Performance Report Definitions, 1989).

   f. **Workplace Literacy.** Partnerships with business and industry that demonstrate a relationship between skills taught and the literacy requirements of actual jobs which address the measured skill requirements of the changing workplace. The primary target population, focusing on adults with inadequate basic skills for training, will translate into: (1) new employment, (2) continued employment, (3) increased productivity.

The following educational services are characteristic of literacy classes in business and industry:

1. providing adult literacy and other basic skills services and activities:

2. providing adult secondary education services and activities that may lead to the completion of a high school diploma or its equivalent;

3. meeting the literacy needs of adults with limited English proficiency;

4. upgrading or updating basic skills of adult workers in accordance with changes in workplace requirements, technology, products, or processes;

5. improving the competency of adult workers in speaking, listening, reasoning, and problem solving;

6. providing for adult workers education counseling, transportation, and child care services during nonworking hours while the workers participate in educational services. (Federal Register: March 21, 1988 p. 9235).

GOALS OF THE ASSESSMENT STUDY

The major outcomes of the assessment study were:

1. **Identify all assessment procedures and practices being utilized by Iowa's Adult Basic Education program coordinators.**

2. **Identify the major target populations served in Iowa's Adult Basic Education programs.**

3. **Identify major assessment outcomes cross referenced by specific target populations.**

4. **Develop a taxonomy of major assessment categories. The major assessment categories were:**

   A. **Testing**

      1. Norm referenced testing (standardized testing)
      2. Teacher made tests
      3. Criterion referenced tests (standardized testing)

   B. **Student goal setting performance measures**

      1. Anecdotal Records
      2. Follow-up procedures
      3. Pre/Post assessment procedures

   C. **Other performance measures**

      1. Personal observations
      2. Role playing
      3. Oral presentations
      4. Writing assessment
      5. Video Feedback
      6. Life simulation scenarios

5. **Identify major assessment procedures, practices and outcomes that are generalizable to all major target population categories cross referenced by major assessment categories.**

6. **Recommend any additional assessment procedures or practices on a statewide basis for Iowa's Adult Basic Education program.**

7. **Provide a replication model for other states to determine assessment effectiveness.**

TIMEFRAMES

The timeframes for implementing the assessment study were:

	EVENTS	DATES
1.	Formed ABE Assessment Task Force.	October 12-13, 1989
2.	Identification of ABE Assessment reports by ABE coordinators. [See Appendix A].	December 12, 1989
3.	Categorization of major assessment procedures and practices cross referenced by major target population categories. [See Appendix B].	January 19, 1990
4.	Identification of major assessment outcomes cross referenced by major target population categories. [See Appendix B].	January 19, 1990
5.	Analysis of assessment procedures, practices and outcomes for each major target population category according to the major assessment taxonomy categories. [See Appendix C].	February 13, 1990
6.	Analysis of generic assessment procedures, practices and outcomes generalizable to all major target population categories. [See Appendix D].	March 7, 1990
7.	Discussion of major findings with Adult Basic Education Coordinators. [See Appendix F].	April 10, 1990
8.	National dissemination of final report	May 1, 1990

PROCEDURES

The statewide procedure for reviewing current assessment practices and formulating future strategies and recommendations was conducted by an Adult Basic Education Task Force. The Task Force was represented by the ABE coordinators and Iowa Department of Education personnel. The Task Force's mission was to review current assessment procedures in the Adult Basic Education program and recommend further assessment strategies.

The Task Force requested each ABE coordinator to submit a written report with the following assessment information: (1) current assessment procedures and practices current being utilized, (2) major target populations evaluated by specific assessment procedures. [See Appendix A].

The second step involved the formulation of the standardized needs assessment instrument entitled: *Iowa ABE Program Assessment Procedures Analysis Form*. The major objective was to identify major assessment outcomes for each major target population category. [See Appendix B].

The third step's major objective was to synthesize, summarize and consolidate the information submitted on the needs assessment instrument by the ABE coordinators to the Task Force. The analysis focused on the identification of major assessment procedures and outcomes cross referenced by major assessment categories and target population categories. The major assessment categories were: (1) testing, (2) student goal setting performance measures, (3) other performance measures. [See Appendix C].

The fourth step involved the identification of major assessment procedures, practices and outcomes that were prevalent across major target population categories. The benefit of this procedure was the ability to differentiate among those procedures, practices and outcomes that were target population specific as opposed to target population general. [See Appendix D].

The fifth and final step was a review of the results and final recommendations by the ABE coordinators. [See Appendix F].

This "process/change agentry" approach to the issue of the statewide Adult Basic Education Assessment program was highly successful due to the following factors:

1. All ABE coordinators were involved in the process and, therefore, had "ownership" in the outcomes and results.

2. ABE coordinators created an awareness of the importance of the assessment process to their teachers and peers.

3. The systematic step by step approach allowed for the thorough formulation of strategies and procedures with the Task Force prior to the next step.

4. The results of the study and ensuing recommendations and conclusions by the ABE coordinators were grounded in the reality of Iowa's ABE assessment programs as opposed to a contrived/unrealistic reality of Iowa's ABE assessment program.

RESULTS

The purpose of this section is to present the result of the needs assessment survey. The results are enumerated by: (1) major assessment procedures most frequently used for specific target populations, (2) major assessment procedures most prevalent across major target population categories.

Target Population Categories

This section of the report presents **the major assessment procedures most frequently used for specific target populations**. Each target population is listed with a summary description of: (1) major assessment categories, (2) assessment procedures, (3) assessment outcomes.

Target Population Category: BEGINNING ABE (GRADE COMPLETION LEVELS 0-5.9)

Assessment Category	Assessment Procedures	Assessment Outcomes
Testing	TABE (Tests of Adult Basic Education)	Establish beginning instructional level in reading, language, and mathematics
		Measure student progress toward a pre-determined objective or learning outcome
		Evaluate basic skill development in the areas of reading, language and mathematics
		Establish pre/post assessment evaluation
	Teacher-made pre/post writing sample	Establish beginning instructional level
		Assess pre-determined goals
		Evaluate student progress
		Indicate accomplishments for advancement
	ABLE (Adult Basic Learning Examination)	Measure the basic educational achievements of adults through the eighth grade level
	LAUBACH (a) Placement Test	Establish beginning instructional level in reading
	(b) Skills Assessment	Establish 1-4 beginning skill levels in reading
	WOODCOCK (a) Reading Mastery	Establish beginning reading level and placements, letter identification, word attack, comprehension
	(b) Johnson Test	

Target Population Category:
BEGINNING ABE (GRADE COMPLETION LEVELS 0-5.9)

Assessment Category	Assessment Procedures	Assessment Outcomes
Student Goal Setting	(c) Check Ups	Skill check assesses educational gains
	(d) Breakthrough to Math	Establish beginning instructional level in math
	Slosson Oral Reading Test (SORT)	Establish beginning instructional level in reading (year & month)
		Evaluate basic skill development in reading
		Measure student progress towards a pre-determined objective or learning outcome

Target Population Category:
INTERMEDIATE ABE (GRADE COMPLETION LEVELS 6-8.9)

Assessment Category	Assessment Procedures	Assessment Outcomes
Testing	TABE (Tests of Adult Basic Education)	Establish beginning instructional level in reading, language, and mathematics
		Measure student progress towards a pre-determined objective or learning outcome
		Evaluate basic skill development in the areas of reading, language, and mathematics
		Establish pre-post assessment evaluation
	ABLE (Adult Basic Learning Examination)	Measure the basic educational achievements of adults through the eighth grade level

Target Population Category:
INTERMEDIATE ABE (GRADE COMPLETION LEVELS 6-8.9)

Assessment Category	Assessment Procedures	Assessment Outcomes
Testing	*Select* ABLE	Determine ABLE levels 1, 2, 3 (Used with Promise Jobs candidates)
	Slosson Oral Reading Test	To pronounce words at different difficulty levels.
	Teacher Made Tests	Teacher assess specific skills for mastery or remediation
	Woodcock Reading Mastery Test	Provides specific information on reading problems: --letter identification --word identification --word attack --word comprehension --passage comprehension --total reading score grade level
	Key Math Diagnostic Inventory	To establish beginning mathematics entry level
	RFU (Reading For Understanding)	Diagnostic Assessment of reading comprehension
	Basic Essentials of Math Mastery Tests I & II	To establish beginning mathematics entry level
	WRAT (Wide Range Achievement Test)	Quick assessment for determining reading level
	Dolsch Basic Sight Word List	Initial sight-vocabulary evaluation

Target Population Category:
INTERMEDIATE ABE (GRADE COMPLETION LEVELS 6-8.9)

Assessment Category	Assessment Procedures	Assessment Outcomes
Testing	BEST (Basic English Skills Test)	Determine basic English skills
	Slosson Intelligence Test	A quick assessment of general mental maturity
	Myers Briggs	Personality Assessment
	Gates-MacGinitie Reading Test	Instrument for reading placement
	Detroit Test of Learning Aptitude	A quick assessment of general mental maturity
	Peabody Individual Achievement Tests	Determine achievement level in: --reading --spelling --math --general information
	Barnell-Loft Specific Midway Placement Test	Determining advancement level in general skill development
	Laubach Diagnostic Inventory	Establish beginning instructional level in ESL
	Target Spelling Placement Test	Establish spelling placement level
Student Goal Setting	Pre-GED Pre- and Post-test	Determines need and achievement
	Student Information Form	Establish student's instructional goals
	Goal Setting	Student guide for achieving success. Student can measure progress toward meeting the established goals.
	Tests with Study Materials	Indicate accomplishments and progress of student.
	Simple Registration Forms	Determine basic reading level.
	GED Practice Tests Forms AA-BB	Determine suitability for moving into GED or Pre-GED material.

Target Population Category:
INTERMEDIATE ABE (GRADE COMPLETION LEVELS 6-8.9)

Assessment Category	Assessment Procedures	Assessment Outcomes
Student Goal Setting	Steck-Vaughn 5500-6600 Math Progress Test	To determine readiness to study math at a higher level or to establish areas of remediation
	Steck-Vaughn 610-720 English Tests and Progress Tests	Determine mastery of beginning language skills; identify areas for remediation
	Steck-Vaughn Comprehension Skills Pre-test	Establish a pre-instructional level
	Success Center Math Placement Test	Establish beginning instructional level in mathematics
	Chapter Reviews	Measure student progress through prescribed curriculum
	Number Power Math Inventory	Establish pre/post assessment evaluation in specific math operations
	Standardized Reading Paragraphs	Quick assessment of reading level
	Anecdotal Records	Measure student progress toward desired goals
Other Performance Measures	Observation	Measure student progress toward a pre-determined learning outcome
	Conversation with Student	Establish students instructional goals
	Writing Samples	Discover level of ability in writing
	Interviews	Determine level of motivation and self-image
	Specific Tasks Under Supervision	Evaluate basic skill development
	Oral Review	Immediate feedback on student performance
	Lesson Plans	Teacher drills students in deficiencies; or introduces new material in a new way

Target Population Category:
INTERMEDIATE ABE (GRADE COMPLETION LEVELS 6-8.9)

Assessment Category	Assessment Procedures	Assessment Outcomes
Other Performance Measures	Progress Reports	To establish competency level and next step for student
	Re-testing	Judge maintenance

Target Population Category:
GED/ADULT SECONDARY EDUCATION (GRADE COMPLETION LEVELS 9-12.9)

Assessment Category	Assessment Procedures	Assessment Outcomes
Testing	TABE (Tests of Adult Basic Education)	Establish beginning instructional level in reading, language, and mathematics
		Measure student progress towards a pre-determined objective or learning outcome
		Evaluate basic skill development in the areas of reading, language, and mathematics
		Establish pre-post assessment evaluation
	Official GED Practice Tests	Establish beginning instructional level in reading, writing, social studies, science, and mathematics
		Measure student progress towards a pre-determined objective
		Evaluate entry level competencies in curriculum areas
		Establish pre-assessment evaluation with GED battery as post-assessment

Target Population Category:
GED/ADULT SECONDARY EDUCATION (GRADE COMPLETION LEVELS 9-12.9)

Assessment Category	Assessment Procedures	Assessment Outcomes
Testing	Instructor-designed tests. Tests that accompany textbooks (including but not limited to Steck-Vaughn, Steck-Vaughn Math and Language Skills, SRA Reading for Understanding, Contemporary, Basic Essentials of Math Mastery Test, Stanford Spelling, Barnell-Loft)	Establish beginning instructional levels Measure student progress towards a pre-determined objective or learning outcome Establish pre/post assessment evaluation in a given educational course or learning experience Evaluate basic skill development in the areas of reading, writing, social studies, science, and mathematics Evaluate entry level competencies in curriculum areas
Student Goal Setting	Student Intake/Information Form Interview	Establish educational goals and other factors that affect learning Establish beginning instructional levels Measure student progress towards a pre-determined objective or learning outcome Establish pre/post assessment evaluation in a given educational course or learning experience Evaluate basic skill development Evaluate entry level competencies in curriculum areas Relieve anxiety Establish rapport

Target Population Category:
GED/ADULT SECONDARY EDUCATION (GRADE COMPLETION LEVELS 9-12.9)

Assessment Category	Assessment Procedures	Assessment Outcomes
Other Performance Measures	Teacher observations Student records Writing sample	Establish beginning instructional levels Measure student progress towards a pre-determined objective or learning outcome Establish pre-post assessment evaluation in a given educational course or learning experience Evaluate basic skill development Evaluate entry level competencies in curriculum areas

Target Population Category:
ENGLISH-AS-A-SECOND LANGUAGE (ESL: ALL LEVELS)

Assessment Category	Assessment Procedures	Assessment Outcomes
Testing	English as a Second Language Oral Assessment by Literacy Volunteers of America	Establish beginning instructional level in English Measure student progress towards a pre-determined objective or learning outcome Establish pre/post assessment evaluation in a given educational course or learning experience Evaluate basic skill development in English

Target Population Category:
ENGLISH-AS-A-SECOND LANGUAGE (ESL: ALL LEVELS)

Assessment Category	Assessment Procedures	Assessment Outcomes
Testing	BEST (Basic English Skills Test by the Center for Applied Linguistics)	Establish beginning instructional level in English Measure student progress towards a pre-determined objective or learning outcome Establish pre/post assessment evaluation in a given educational course or learning experience Evaluate basic skill development in English
	Ilyin Oral Assessment	Establish beginning instructional level in English as a second language (understanding and speaking skills) Measure student progress towards a pre-determined objective or learning outcome Evaluate basic skill development in oral communication skills Establish pre/post assessment evaluation
	Laubach Way to English Placement Test and Skills Assessment	Establish beginning instructional level in English as a second language Measure student progress towards a pre-determined objective or learning outcome Evaluate basic skill development in English

Target Population Category:
ENGLISH-AS-A-SECOND LANGUAGE (ESL: ALL LEVELS)

Assessment Category	Assessment Procedures	Assessment Outcomes
Student Goal Setting	Interview Student Intake/	Establish educational goals and other factors that affect learning
		Establish beginning instruction levels
		Measure student progress towards a pre-determined objective or learning outcome
		Establish pre/post assessment evaluation in a given educational course or learning experience
		Evaluate basic skill development
		Evaluate entry level competencies in curriculum areas
		Relieve anxiety
		Establish rapport
Other Performance Measures	Teacher observations Student records Writing sample	Establish beginning instructional levels
		Measure student progress towards a pre-determined objective or learning outcome
		Establish pre-post assessment evaluation in a given educational course or learning experience
		Evaluate basic skill development
		Evaluate entry level competencies in curriculum areas

Target Population Category:
INSTITUTIONALIZED (CORRECTIONAL FACILITIES)

Assessment Category	Assessment Procedures	Assessment Outcomes
Testing	TABE (Tests of Adult Basic Education)	Establish beginning instructional level in reading, language, and mathematics
		Measure student progress towards a pre-determined objective or learning outcome
		Evaluate basic skill development in the areas of reading, language, and mathematics
		Establish pre-post assessment evaluation
	WRAT (Wide Range Achievement Test)	Quick assessment for determining reading level
	ABLE (Adult Basic Learning Examination)	Measure the basic educational achievements of adults through the eighth grade level
	Woodcock-Johnson Psycho-Educational Battery	Provide specific information on reading problems: --letter identification --word identification --word attack --word comprehension --passage comprehension --total reading score grade level
	Slosson Oral Reading Test	Determine reading placement
	READING-Job Corps Screening Test	Quick assessment to estimate GED readiness
	Basic Essentials of Math Mastery Tests 1 & 2	Determine mathematics placement
	Myers Brigg	Personality Assessment
	Slosson Intelligence Test	A quick assessment of general mental maturity
	Detroit Test of Learning Aptitude	A quick assessment of general mental maturity

Target Population Category:
INSTITUTIONALIZED (CORRECTIONAL FACILITIES)

Assessment Category	Assessment Procedures	Assessment Outcomes
Student Goal Setting	GED & Pre-GED Pre-Tests	To determine areas of mastery in each of the five skill areas and also, identify areas which need additional work
	GED & Pre-GED Post-Tests	To determine readiness for testing or to progress to GED study
	GED Practice Tests	Evaluate preparedness for the GED Tests
	Classic Skills Checks	Check reading comprehension or specific material which has been read
	Math Worksheets	Establish day to day progress and allows teacher to identify student weaknesses and teach to those weaknesses
	Steck-Vaughn Basic Math 5500-8800 Post Tests	Determines mastery and establishes and determines areas which need remediation
	National Issues Forum Pre- and Post-Forum Ballots	To determine change of attitude or opinion after exposure to factual material
	Goal Setting	Determine reasonable progress by students and establish a goal for completion of work
	Anecdotal Records	Measure student progress toward desired goals
	Student Registration	Establish goals and informally evaluate writing skills
	Worktext Mastery Tests	Evaluate student progress
	Success Center Math Placement	Establish beginning instructional level in Math

Target Population Category:
INSTITUTIONALIZED (CORRECTIONAL FACILITIES)

Assessment Category	Assessment Procedures	Assessment Outcomes
Other Performance Measures	Observations	Measure student's progress toward desired goal
	Classroom Teaching Inventory	Checklist which gives guidance to teacher and students in developing a reading plan
	Student Contracts	Determine reasonable goals for completion of work
	Student Monthly Reports	Part of evaluation for parole and serves to keep students on task
	Writing Sample	Establish competency
	Interviews	Establish goals

Target Population Category:
INSTITUTIONALIZED (OTHER FACILITIES)

Assessment Category	Assessment Procedures	Assessment Outcomes
Testing	Teacher Made Tests	Teacher assesses specific skills for mastery or remediation
	Brigance Diagnostic Inventory of Basic Skills	Locate level of basic skills in: --simple math --basic reading --directions --counting --telling time --filling out forms --coin identification and amount equivalents --identification of colors --identifying functional words --parts of the body --measuring

Target Population Category:
INSTITUTIONALIZED (OTHER FACILITIES)

Assessment Category	Assessment Procedures	Assessment Outcomes
Testing	Woodcock Reading Mastery Test	Provide specific information on --reading problems --letter identification --word identification --word attack --word comprehension --passage comprehension --total reading score grade level
	Street Survival and Skill Questionnaire	Predicts the potential of adult success in adapting to: --community living conditions --vocational placement
	Laubach Check-ups	Assess the student's progress in relation to the learning objectives for the Skill Books and to diagnose the student's strengths and weaknesses in phonics, reading comprehension, and writing; also to help the student learn how to take a simple test
	TABE (Tests of Adult Basic Education)	Establish beginning instructional level in reading, language, and mathematics Measure student progress towards a pre-determined objective or learning outcome Evaluate basic skill development in the areas of reading, language, and mathematics Establish pre-post assessment evaluation
	ABLE (Adult Basic Learning Examination)	Measure the basic educational achievements of adults through the eighth grade level

Target Population Category:
INSTITUTIONALIZED (OTHER FACILITIES)

Assessment Category	Assessment Procedures	Assessment Outcomes
Testing	Dolch Basic Sight Word List	Initial sight-vocabulary evaluation
	Laubach Diagnostic Inventory	
	WRAT (Wide Range Achievement Test)	Quick assessment for determining reading level
	BCD Locator--Maryland/ Baltimore Co. Design for Adult Basic Education	
	Literacy Volunteers of America Test	Used with ESL students to determine level of English speaking ability
	Expanded Oral Reading Paragraphs	Gross grade reading level --information on any knowledge of phonics --information on any knowledge of comprehension
	ABE Evaluation Created by Activity Center	To determine growth and areas needing skill development
	Slosson Oral Reading Test (SORT)	Determine appropriate reading level
	Meyers Informal Adult Reading Survey	
	Boehm	Determine Basic Concepts Understanding for lower-functioning adults
	Snyrk-Foot Academic Inventory	Establishes functional level in basic skills for care facilities and foreign students: --colors --shapes --money also used for placement and evaluation

Target Population Category:
INSTITUTIONALIZED (OTHER FACILITIES)

Assessment Category	Assessment Procedures	Assessment Outcomes
Testing	Peabody Individual Achievement Tests	Determine achievement level in: --reading --spelling --math --general information
Student Goal Setting	IEP (Individual Education Program)	Placement in a specific program area. Review goal accomplishment, maintain same goal or set up new one
	Chapter Review	Establish beginning instructional level and post-instructional assessment
	Steck-Vaughn Pre- and Post Tests	Determine instructional level, check student progress on different curriculum areas
	Pre- and Post-Tests on Areas of Instruction	Determine growth and deficient skill areas
	Anecdotal Records	Evaluate cyclical behaviors that may affect learning
	Goal Setting	Determine student progress in specific areas
	Worksheets	Promotes growth in deficient skill areas
	Student Progress Folders	Assesses competency, facilitates goal setting
	Academic Skills Assessment	Initially serves to identify placement level of students Thereafter, to identify growth, progress and weak skill areas
	Protective Vocabulary Checklists	Establish growth and areas needing remediation
	Student Goals	Students are made aware of what their goals are and guidelines for achievement are in place
	WRAT (Wide Range Achievement Test)	Used to check progress after Intensive Phonics or another reading program

Target Population Category:
INSTITUTIONALIZED (OTHER FACILITIES)

Assessment Category	Assessment Procedures	Assessment Outcomes
Other Performance Measures	Observation	Determine success of class topics, attendance patterns and progress toward pre-determined learning objectives
	Oral Evaluations	Establish rapport with and set goals for students
	Staffings	Progress reported to students and staff. New goals established, and programs for remediation put into place
	Program Phase Assessment (Phases I, II, III, for the transitionally mentally ill)	To determine whether or not students have adequately completed a Phase and are ready to move on to the next level
	Teacher Logs	Daily record of teacher to keep them abreast of student growth and progress, serves as aid in lesson planning
	Simple Registration Forms	Evaluate student's ability to read and complete a simple form
	Education Reports	Evaluate basic skills development
	Lifeskills Evaluation	Evaluate basic skills development in areas of societal coping skills
	Review	Reinforcement of what has been taught
	Specific Tasks	Measure student's progress towards a pre-determined objective or learning outcome
	Writing Samples	Establish skill levels
	Report Cards (Drug Rehab Center)	To inform students of growth progress and acceptable behavior and work habits and/or to identify needed areas of improvement

Target Population Category:
INSTITUTIONALIZED (OTHER FACILITIES)

Assessment Category	Assessment Procedures	Assessment Outcomes
Other Performance Measures	Evaluations	To establish growth and determine needed areas of concentration in basic skills areas
	Teacher/Student Conference	Provides an opportunity for goal setting and gives students direction towards achievement of goals

Target Population Category:
WORKPLACE LITERACY

Assessment Category	Assessment Procedures	Assessment Outcomes
Testing	ABLE--Level III	To determine skill level in: --reading --spelling --vocabulary
	TABE (Tests of Adult Basic Education)	Establish beginning instructional level in reading, language, and mathematics
		Measure student progress towards a pre-determined objective or learning outcome
		Evaluate basic skill development in the areas of reading, language, and mathematics
	Teacher designed writing pretest	Establish beginning instructional level in writing
	LAUBACH (a) Skills Assessment	Establish 1-4 instructional skill levels in reading
	(b) Placement Test	Establish beginning instructional level in reading
	(c) Breakthroughs to Math	Establish beginning instructional level in math

Target Population Category:
WORKPLACE LITERACY

Assessment Category	Assessment Procedures	Assessment Outcomes
Testing	Teacher designed reading and math competency based pre/post tests, placement learning packets, goal setting, progress sheets, as determined by work-place setting	Establish reading and math skills for instructional levels Assess pre-determined goals
Student Goal Setting	Student progress folder (goal setting) Instructor progress sheets	To establish competency level of students and to determine the student's next step
	Student interview and orientation to subjects, class and tests	Determine basic skill strengths and weaknesses in math and/or reading and vocabulary
	Review of the industry expectations and goal setting with the student	Student can measure her/his progress toward meeting the established goals and expectations
	Goal setting with each student	Indicate accomplishments and progress of student
	Use tests accompanying study materials	Indicate accomplishments and progress of student
Other Performance Measures	Self assessing pretest math instruments	Determine in a non-threatening environment if skill improve-ment is needed
	Self assessing pretest reading and language instrument	Determine in a non-threatening environment if skill improve-ment is needed
	Pretests and post tests in competency based math learning packets	Determine if student has reached competency in specific math skill area before proceeding to next packet
	Writing samples	Evaluate student's progress learning specific writing skills

Assessment Procedures Common To All Target Population Categories

This section of the report presents the **major assessment procedures that are used with the majority of the six target population categories**. The assessment procedures are cross referenced by major assessment categories.

Assessment Category	Assessment Procedures
Testing	Tests of Adult Basic Education (TABE)
	Adult Basic Learning Examination (ABLE)
	Official GED Practice Tests
	Various Competency Examinations
Student Goal Setting	Anecdotal records
	Student intake/progress/ information interviews
	Teacher observations
Other Performance Measures	Student academic/ employment records
	Life skills assessment

CONCLUSIONS, RECOMMENDATIONS, AND SUMMARY

This part of the assessment report is designed to present the conclusions, recommendations and summary sections.

CONCLUSIONS

The following conclusions were made as a direct result of the assessment study.

1. **Iowa's Adult Basic Education program utilizes comprehensive assessment practices and procedures.**

2. **The end result of all assessment is to assist adult learners achieve their learning objectives.**

3. **The assessment strategies serve specific target populations in Iowa's Adult Basic Education programs.**

4. **Assessment instruments are utilized to provide an indicator of program effectiveness in relation to the stated goals of the local program plans and the Iowa Adult Basic Education State Plan: Fiscal Years 1990-1993.**

5. **Iowa's Adult Basic Education program is meeting the needs of the adult clientele as documented by:**

   (1) **Iowa's Adult Basic Education Target Population Studies**

   (2) **Iowa's GED Norming Study**.

RECOMMENDATIONS

The following recommendations were made as a direct result of the assessment study.

1. **One of two standardized tests should be adopted by every Adult Basic Education program for pre-post program assessment of Beginning and Intermediate "mainstream" Adult Basic Education students.**

   This strategy would enable all programs to submit common assessment data to provide an indicator of quality relative to state level program effectiveness. This recommendation **does not preclude** the utilization of other valid standardized tests in the Adult Basic Education programs.

   The term "mainstream" applies to those students who are considered to be community based and/or in the workforce. It may or may not include institutionalized students.

2. **The Tests of Adult Basic Education (TABE) or Adult Basic Learning Examination (ABLE) should be adopted as the statewide instruments to be utilized for pre-post program assessment of Beginning and Intermediate "mainstream" students.**

   The assessment study indicated that Iowa's Adult Basic Education programs utilize either the TABE or ABLE as part of their assessment programs. The adoption of the TABE or ABLE by Iowa's Adult Basic Education programs would, therefore, be a logical and sequential step toward providing a common indicator of quality relative to state level program effectiveness.

   Recent research indicates that the TABE and ABLE are the most widely used standardized assessment instruments currently being utilized on a nationwide basis. (Ehringhaus, 1989: Sticht, 1990). Several states have adopted either the TABE or ABLE as the assessment instruments for reporting standardized performance data.

3. **The pre-GED tests should continue to be administered to all GED level students prior to taking the GED test battery.**

   Iowa has consistently maintained a 87-92 percent pass rate on the GED tests over the last twelve years (1978-1990). This high pass rate is due to two main factors: (1) an 85-90% percent referral rate from the ABE/GED instructional classes to the GED testing centers, (2) utilization of pre-GED tests prior to administration of the GED tests.

4. **Other assessment practices and procedures, besides standardized testing, should continue to be an integral part of Iowa's Adult Basic Education programs assessment strategies.**

   This continued utilization of other assessment practices and procedures will provide the necessary input to the adult student clientele to assist in achieving their educational goals and objectives.

SUMMARY

This assessment evaluation report has attempted to: (1) document the comprehensive assessment program currently being utilized by Iowa's Adult Basic Education statewide program, (2) provide a series of recommendations for improving the current assessment practices and procedures, (3) provide a national replication model for other states, territories and jurisdictions.

Iowa's Adult Basic Education program has and will continue to provide **quality educational experiences** to the adult clientele which it serves.

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APPENDICES

APPENDIX A

Adult Basic Education Program

Initial Assessment Procedures

NO: 90.019

DATE: October 19, 1989

TO: ABE Coordinators

FROM: Bureau of Area Colleges

SUBJECT: ABE Program Assessment Procedures

INTRODUCTION

Recently an ABE Assessment Task Force, consisting of Joan, Marge, Kay, Dona, and John was formed to review the whole area of current and future assessment practices and procedures in Adult Basic Education. The current federal Adult Education Act (Section 352) mandates that each state should "develop and implement an assessment program to measure the educational progress of the clientele served in the Adult Basic Education program". This mandate leaves the option open as to the precise method by which each state will achieve this objective. The Iowa Adult Basic Education program has a variety of assessment procedures and practices currently "in place". However, a concerted and focused effort has not been made to review existing practices and determine if any additional assessment procedures or practices need to be implemented. The Task Force's mission is to review current assessment procedures in the Adult Basic Education program and recommend future assessment strategies. In order to accomplish this mission, the Task Force is requesting that all ABE Coordinators participate in the process and "have ownership" in the outcomes.

DEFINITION

The definition of the concept "assessment" is critical to an overall understanding of the process in determining current practices and procedures. The term "assessment" is defined as: **any practice or procedure that is used in the Adult Basic Education program to measure student progress, achievement or learning outcomes**.

Some examples of assessment practices or procedures are: (1) standardized testing, (2) instructor evaluation (formal and informal), (3) student goal setting and achievement, (4) follow-up of students who have left the program, (5) pre-assessment and post-assessment procedures, (6) anecdotal records, (7) any other process or procedure that measures student progress.

The assessment procedures will focus on the Literacy/ABE student (grade completion or equivalent levels 0-8) as opposed the GED level student (grade completion or equivalent levels of 9-12). The assessment procedures for the GED level student are fairly well standardized with the GED practice tests and successful completion of the GED Test Battery. (The pass rate for Iowa GED candidates have been around the 88-90 percent level over the last several years. This fact, quantifies the current and successful assessment procedures that are currently "in place" for GED level students, given the fact that the referral rate from the instructional program to the GED testing programs between 90-95 percent.)

TIMEFRAMES

The Task Force anticipates that the process of reviewing current assessment procedures and making any recommendations will take approximately one year. In order to begin the process, the Task Force is requesting that each coordinator complete the following tasks prior to the December 14, 1989 face-to-face meeting in Marshalltown: (1) review all current assessment procedures and practices currently utilized in the local program, (2) prepare a written report, summarizing current assessment procedures for distribution at the Marshalltown meeting (bring enough copies of the report for each coordinator) (3) be prepared to discuss local procedures and practices. The Task Force anticipates that a significant part of the agenda will be devoted to this topic.

The collective information will assist the Task Force to determine the next appropriate step in the process. The Task Force anticipates the development of a formalized needs assessment instrument to be completed by the coordinators and the results disseminated and discussed at the ABE Coordinator's retreat. It is anticipated that states will be required to report assessment results on the "new and improved" version of the "Blue Goose" for Fiscal Year 1992, beginning July 1, 1991. Therefore, whatever is to be done, should be "in place" by January 1, 1991.

REPORT PARAMETERS

The written report, to be shared at the Marshalltown meeting, should contain the following information: (1) current assessment procedures and practices currently in use by the local program cross referenced by specific target populations served (examples of specific target populations include but are not limited to the following: (1) institutionalized settings including nursing homes, handicapped villages, county care facilities, penal institution rehabilitation facilities, (2) minorities, (3) homeless, (4) ESL, (5) regular ABE students, (6) other federal programs such as CETA, Project PROMISE, Employment Service, Workplace Literacy, Family Literacy, Welfare Reform, (7) business and industry, (8) any other target populations which may be unique to local programs. The report should identify all assessment procedures for all target populations served.

SUMMARY

The Task Force is asking for a major time commitment to "pull all of this information together". However, it will pay dividends for the statewide program in terms of another documented accountability factor. The Task Force expresses their appreciation in advance for the coordinators' cooperation in this endeavor.

If you have any questions or concerns, please feel free to contact any member of the Task Force.

Sincerely,

John Hartwig, Consultant
Bureau of Area Colleges

JH:po

APPENDIX B

Adult Basic Education

Target Population Assessment Analysis

NO: **90.029**

DATE: **December 19, 1989**

TO: **ABE Coordinators**

FROM: **Bureau of Area Schools**

SUBJECT: **ABE Target Population Assessment Analysis**

INTRODUCTION

The purpose of this memorandum is to outline "step 2" for the assessment procedures and practices currently "in place" in Iowa's Adult Basic Education program. The major objective of step 2 is to identify: (1) assessment procedures and practices, (2) assessment outcomes cross referenced by major target population categories. The concept of assessment is defined as: **any practice or procedure that is used in Iowa's Adult Basic Education program to measure student progress, achievement or learning outcomes**. The concept of assessment outcomes is defined as: **the major purpose or anticipated result(s) of an assessment procedure or process**. Examples of assessment outcomes are:

1. Establish beginning instructional level in mathematics.

2. Measure student progress towards a pre-determined objective or learning outcome.

3. Establish pre/post assessment evaluation in a given educational course or learning experience.

4. Evaluate basic skill development in the areas of: (a) literature, (b) mathematics, (c) societal coping skills.

5. Evaluate entry level competencies in curriculum areas such as: (a) literature, (b) mathematics, (c) societal coping skills.

Assessment outcomes should be stated as **specific purposes or anticipated results as opposed to broad general statements.**

TARGET POPULATION DEFINITIONS

The following target populations are the major ones identified from the Merged Area School Assessment Reports.

1. **Beginning Adult Basic Education.** Instruction designed for adults unable to read, write, and compute sufficiently to meet the requirements of adult life in the United States. The instructional level is equivalent to grades 0 through 5.9.

2. **Intermediate Adult Basic Education.** Instruction designed for adults who have some competence in reading, writing, and computation. The instructional level is equivalent to grades 6 through 8.9.

3. **GED/Adult Secondary Education.** Instruction at a level equivalent to the instruction in grades nine through twelve. The instruction may lead to an adult high school diploma or its equivalency. Students enrolled in adult secondary classes must function at the ninth grade level or above in all of the following instructional areas - mathematics, reading, science, social studies, and writing.

4. **English-as-a-Second Language (ESL: All Levels).** Adult Basic Education designed to assist persons who cannot read, write, or speak the English language to become functional in English. The objective of the program is to teach English to adults whose native language is other than English.

5. **Institutionalized Settings.** An organization which has been established to serve the educational, psychological, physical, and social lifestyle needs of a specialized target population. The physical setting, of the organization, is usually located in a building, or series of related buildings, in a confined geographical area.

   A. **Corrections Facilities.** Refers to residents of correction institutions such as prison, jail, reformatory, work farm, detention center or halfway house, community-based rehabilitation center or any other institution designed for the confinement and rehabilitation of criminal offenders including juvenile offenders.

   B. **Other Facilities.**

      1) Nursing Homes
      2) County Care Facilities
      3) Sheltered Workshops
      4) Retirement Villages
      5) Residential Schools for Physically and Mentally Handicapped
      6) Job Corps Center
      7) Other specialized Complexes

6. **Workplace Literacy.** Partnerships with business and industry that demonstrate a relationship between skills taught and the literacy requirements of actual jobs which address the measured skill requirements of the changing workplace. The primary target population, focusing on adults with inadequate basic skills for training, will translate into: (1) new employment, (2) continued employment, (3) increased productivity.

   The following educational services are characteristic of literacy classes in business and industry:

   a. providing adult literacy and other basic skills services and activities;

   b. providing adult secondary education services and activities that may lead to the completion of a high school diploma or its equivalent;

   c. meeting the literacy needs of adults with limited English proficiency;

   d. upgrading or updating basic skills of adult workers in accordance with changes in workplace requirements, technology, products, or processes;

e. improving the competency of adult workers in speaking, listening, reasoning, and problem solving;

f. providing for adult workers education counseling, transportation, and child care services during nonworking hours while the workers participate in educational services.

Several other groups were identified in the reports. However, these groups tend to be represented in the major target population groups. A specific listing of these groups are: (1) homeless, (2) welfare recipients, (3) promise jobs, (4) SLIAG, (5) learning disabled, (6) JTPA clients.

PROCEDURE

Enclosed is a set of forms entitled: *Iowa ABE Program Assessment Procedures Analysis Form.* Each form references a major specific target population category as defined in the "Target Populations Definitions" section of this memorandum. Please complete the "Assessment Procedures" and "Assessment Outcomes" sections of the form utilizing the following steps:

1. List the assessment procedures and assessment outcomes specific to the major target population category: use the local merged area school assessment report as the primary reference document.

2. Specific groups such as: (1) homeless, (2) welfare recipients, (3) promise jobs, (4) SLIAG, (5) learning disabled, (6) migrants, (7) etc. should be reported under one of the six major target population categories.

3. If there is a major target population category unique to a merged area school that is not included in the standard taxonomy as listed in the definitions section, use the blank form provided. **[NOTE: Wherever possible use the six standard categories.]**

4. Please send to John by **January 19, 1990**.

SUMMARY

The summarization of Assessment Procedures and Assessment Outcomes will be compiled and sent to the ABE Coordinators prior to the March telenetwork meeting for a discussion of the results. If you have any questions, please contact me.

Sincerely,

John Hartwig, Consultant
Bureau of Area Colleges

JH/bse

_____
Merged Area School Name

IOWA ABE PROGRAM
ASSESSMENT PROCEDURES ANALYSIS FORM

Target Population Category: _____

Assessment Procedure	Assessment Outcomes

APPENDIX C

Analysis of Iowa Adult Basic

Education Program Assessment Procedures Forms

NO: **90.036**

DATE: **January 23, 1990**

TO: **ABE Assessment Task Force**

FROM: **Bureau of Area Colleges**

SUBJECT: **Analysis of Iowa ABE Program Assessment Procedures Forms**

INTRODUCTION

The purpose of this memorandum is to outline "step 3" for the assessment procedures project. The major objective of step 3 is to synthesize, summarize and consolidate the information submitted by the ABE coordinators on the "Iowa ABE Program Assessment Procedures Analysis Forms".

PROCEDURE

The following procedures should be followed in order to do a systematic analysis of the information:

1. Each member of the assessment task force will analyze two specific target populations.

   A. Kay Nebergall - GED
      - ESL

   B. Dona Eckhardt - Work Place Literacy
      - ABE - Level I

   C. Joan Rourke - Institutionalized
      - ABE - Level II

2. The analysis should synthesize, summarize and consolidate the assessment procedures and assessment outcomes for each specific target population according to the following major assessment categories:

   A. Testing

      1. Norm referenced testing (standardized testing)
      2. Teacher made tests
      3. Criterion referenced tests

   B. Student goal setting performance measures

      1. Anecdotal records
      2. Follow-up procedures
      3. Pre/Post assessment procedures

C. Other performance measures

1. Personal observations
2. Role playing
3. Oral presentations
4. Writing assessment
5. Video feedback
6. Life simulation scenarios

3. The analysis should be grouped by major assessment categories [see attached forms].

4. The forms should be returned to John by *February 13, 1990*.

5. The committee will meet face-to-face for implementation of "step 4".

SUMMARY

If you have any questions, please contact me.

Sincerely,

John Hartwig, Consultant
Bureau of Area Colleges

JH/lc

IOWA ABE PROGRAM
ASSESSMENT PROCEDURES ANALYSIS FORM

Target Population Category: _____

Major Assessment Category Codes	Assessment Procedures	Assessment Outcomes
1		

Major Assessment Category Codes
1 = Testing
2 = Student Goal Setting
3 = Other Performance Measures

IOWA ABE PROGRAM
ASSESSMENT PROCEDURES ANALYSIS FORM

Target Population Category: _____

Major Assessment Category Codes	Assessment Procedures	Assessment Outcomes
2		

Major Assessment Category Codes
1 = Testing
2 = Student Goal Setting
3 = Other Performance Measures

IOWA ABE PROGRAM
ASSESSMENT PROCEDURES ANALYSIS FORM

Target Population Category: _____

Major Assessment Category Codes	Assessment Procedures	Assessment Outcomes
3		

Major Assessment Category Codes
1 = Testing
2 = Student Goal Setting
3 = Other Performance Measures

APPENDIX D

Analysis of Generic Assessment

Procedures, Practices and Outcomes Generalizable

To All Major Target Population Categories

NO: 90.044

DATE: February 15, 1990

TO: ABE Assessment Task Force

FROM: Bureau of Area Colleges

SUBJECT: Analysis of Generic Assessment Procedures and Critique of Assessment Report

INTRODUCTION

The purpose of this memorandum is to outline "step 4" of the assessment project. The major objective of step 4 is to determine the common assessment procedures, practices and outcomes that are common to all target populations. In order to achieve this objective, we will meet face-to-face at:

Kirkwood Community College
Iowa City Community Education Center
810 Maiden Lane
Iowa City

A map is enclosed. If you need specific directions, call Marti Milani at (319) 338-3659. The meeting is scheduled for March 7, 1990 from 9:00 a.m. - 1:30 p.m. A snow date of March 14, 1990 will serve as a backup date.

The Task Force needs to accomplish two major tasks: (1) determine generic assessment procedures, practices and outcomes, (2) critique the initial draft of the assessment report.

PROCEDURE

The following procedures should be followed in order to achieve the outcomes of the meeting:

1. List the most common assessment practices on the blank forms from the summary reports submitted by the Task Force members.

2. Review the draft report.

SUMMARY

If the Task Force accomplishes these two tasks, we should be ready to discuss the report with ABE Coordinators.

If you have any questions, please contact me.

Sincerely,

John Hartwig, Consultant
Bureau of Area Colleges

JH/bse

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APPENDIX E

Memorandum from U.S. Department of Adult Education

to State Directors of Adult Education

Concerning Student Testing

UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF VOCATIONAL AND ADULT EDUCATION

U.S. DEPARTMENT OF EDUCATION
OFFICE OF VOCATIONAL AND ADULT EDUCATION

PROGRAM MEMORANDUM OVAE/DAEL - FY 90-28

SENT TO: State Directors of Adult Education

SENT BY: Joan Seamon
Director
Division of Adult Education and Literacy

SUBJECT: Student Testing

A number of States have asked us for clarification of the Adult Education Act and regulations concerning standardized testing of students. This memo reviews the major requirements and suggests activities to help ensure the development and implementation of sound testing procedures.

1. Section 353 (2) of the statute requires evaluation of at least one-third of grant recipients during the 4-year period of the State plan, not every year.

2. Section 352(3) requires each State during the 4-year period to gather and analyze data (including standardized test data) to determine program effectiveness.

3. In Appendix A of the regulations (Federal Register, Vol. 54, No. 159 (August 18, 1989), p. 34435), we describe a "standardized test" as one that:

   a. is based on a systematic sampling of behavior,
   b. has data on reliability and validity,
   c. is administered and scored according to specific instructions,
   d. is widely used.

   Note that standardized testing is not limited to commercially published, norm-referenced tests, but includes criterion-referenced tests that fit the above description.

4. Appendix A also explains that States need not have standardized test data for every student served by grant recipients, but must have sufficient standardized test data to determine program effectiveness. To help ensure accuracy of test data, we suggest that decisions on the frequency of achievement testing be based on instructional time. As we suggested in our Program Memo 90-2 on National Section 353 Priorities (November 28, 1989), a pilot project to determine appropriate assessment techniques to meet the above requirements may be an appropriate section 353 investment. For example, a State may wish to train its adult education staff in the appropriate use of standardized tests.

To assist you and local practitioners in making decisions about student testing and assessment, a copy of the report, Testing and Assessment in ABE and ESL Programs, authored by Dr. Tom Sticht, is enclosed.

Better accountability of our program is expected by Congress and other policymakers, especially with the significant increases in funding for adult education over the past three years and the proposed increase in FY 1991. Effective systems of assessment greatly enhance accountability of any education program.

Enclosure

APPENDIX F

Review of Assessment Report

NO: **90.045**

DATE: **March 8, 1990**

TO: **Adult Basic Education Coordinators**

FROM: **Bureau of Area Colleges**

SUBJECT: **Review of Assessment Report**

Enclosed is a draft copy of the report entitled: *Assessment and Adult Basic Education: The Iowa Model*. The Assessment Task Force has approved the report and will discuss it with the ABE Coordinators at the April 10, 1990 Telenetwork meeting.

The Task Force will ask the group for approval of the report. If you have any questions, please contact any member of the Task Force.

Sincerely,

John Hartwig, Consultant
Bureau of Educational and
Student Services

JH/bse